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ABSTRACT

This instructional unit for the eighth grade is designed to help students identify and use a minimum of three important sources of vocational and educational material and to evaluate the information given in the sources used according to reliability, relevance, and bias. The sources of information investigated include high school, community college, vocational and technical school catalogs, and occupational guidance materials. While working through the unit, the student reads the packet, "The Information Explosion," and completes the exercises or tests required in the student guide. Most of the activities in the unit are designed to be self-instructional. Additional student activities include a pre- and post-test, vocabulary lists, a "What's My Line?" game, and a "Match-a-Square" game. Complete teacher and student materials are included. (BB)

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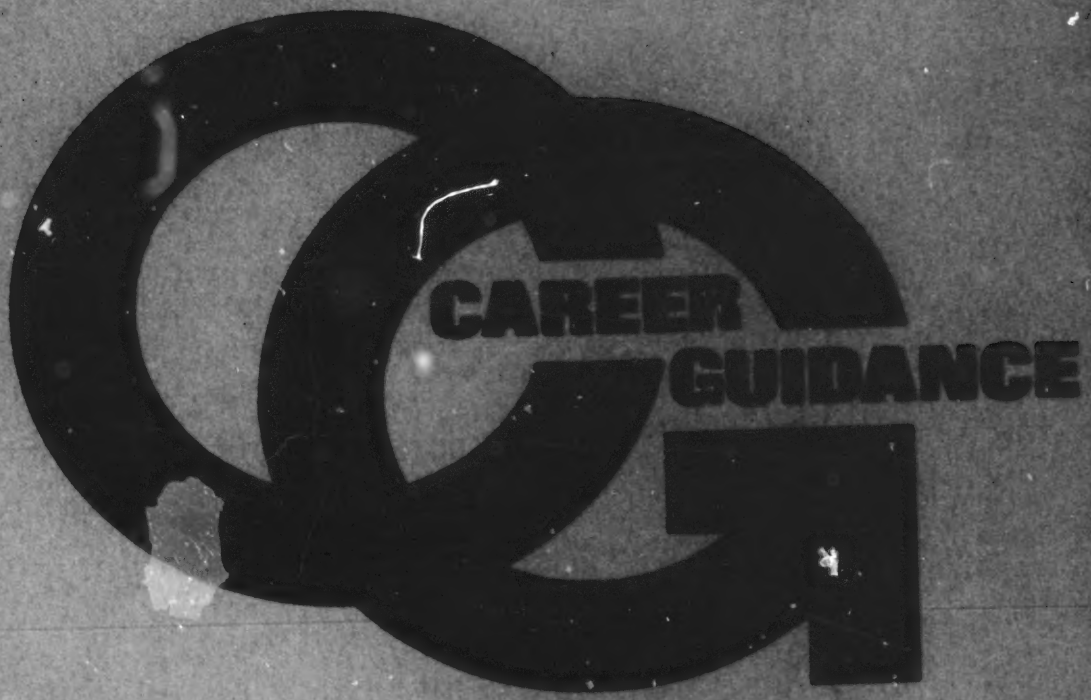

INFORMATION EXPLOSION

OE 015 538

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MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

Developed by the Guidance staff of

Mesa Public Schools with cooperation

and assistance from selected district personnel

Illustrations by Steve Laney and
Sally Valentine

Project Administration:

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Senior High Counseling

In cooperation with the Youth Development Research
Program of the American Institutes for Research,
Palo Alto, California

This unit will help the student locate and use sources of information concerning his educational and vocational goals.

I. UNIT RATIONALE

The general purpose of this unit is to help the student identify and use a minimum of three important sources of vocational and educational material. When the student has demonstrated this proficiency, he will be helped to learn to evaluate the information given in the sources used according to reliability, relevance, and bias. The student should show he is able to understand and to put to use the information in the sources used in this unit.

II. INTENDED USE OF UNIT

A. Grade Placement: 8

B. Duration of Unit:

C. Special Considerations: While working through the unit, each student reads the packet, The Information Explosion, and completes the exercises or tests required in the Student Guide. Most of the activities in this unit are designed to be self instructional.

Students will be contacting the instructor at various times for assistance in following the instructional sequences. When the student has completed the unit, he will contact the instructor for evaluation of his work.

It is suggested that at appropriate intervals, the teacher give positive reinforcement to the student. To be most effective, the positive reinforcement should be immediate.

III. INSTRUCTIONAL SEQUENCES

GOAL STATEMENT J-8 206.00

The student will be able to locate, use, and evaluate major sources of vocational and educational material.

A. Performance Objective J-8 206.01: The student will name three major sources from which educational and occupational information comes and will identify two sources of educational material and two sources of occupational material.

1. Instructor's Information:

a. Estimated Lesson Time: Two 50-minute periods

b. Suggested Grouping: 6-8, also individual

c. Content Outline:

1. Suggested topics for discussion groups:

a. Credits for high school

b. H. S. graduation requirements

c. Credit (hours) for Mesa Community College

d. Attendance requirement at M.C.C.

e. Enrollment dates at Universal Technical Institute

f. Examples of technical training (electrician, auto mechanic, carpenter, etc.)

g. Information contained in Occupational Outlook Handbook; contents compared to O.O.H. Index

2. Know where to locate this information:

(*a.) High School Class Information And Graduation Requirements

(*b.) O.O.H.

(**c.) M.C.C. Catalogue

(**d.) Universal Technical School Catalogue

(**e.) Occupational Guidance

(**f.) Computer Vocational Information System

*For occupational information
**For educational information

d. Vocabulary:

Credit	Freshman
Semester	Sophomore
Course	Junior
Elective	Senior
Required	Scholarship
Mesa Central High School	Cooperative education
Vocational	Evaluate

e. Learner Prerequisite: None

f. Instructor's Preparation Tasks:

1. Read Part 1 of Information Explosion.

2. Be familiar with the high school information needed: Occupational Guidance, and catalogues for M.C.C. and Universal Technical School.

3. Each student will need:

a. Information Explosion Booklet

b. Student Guide

c. High School Registration Pamphlet

4. Ditto copies of pretest and posttest for each student, they are the same. See Appendix 1, page 15-17.

g. Resources:

1. O.O.H.

2. M.C.C. Catalogue

3. Universal Technical School Catalogue

4. Occupational Guidance (Finney Company)

5. Films and Filmstrips (teacher will be responsible for the selection of appropriate films and filmstrips).

2. Developing the Lesson:

a. Introduction:

Teacher might say: "The purpose of this unit is to help you identify and use various sources of information pertaining to your future education and training for careers." (Teacher should elaborate as necessary.)

TASK 1

1. Administer pre-test. (Key follows test in Appendix 1.)

2. Correct pre-test and compare with post-test results to determine student learning.

TASK 2:

The instructor will introduce the student to some of the occupational and educational sources. The Occupational Outlook Handbook, Occupational Guidance, films and filmstrips, high school course and graduation information, the Mesa Community College Catalogue, and the Universal Technical Institute Catalogue should be available.

TASK 3:

1. Give each student a booklet, Information Explosion, Student Guide, and High School Information Pamphlet.
2. Direct the student to follow the direction in the Student Guide.

Student Directions 1: Page No.___ Oral reading of Part 1 of The Information Explosion in the Student Booklet.

3. Student will answer questions on reading materials as they arise.

TASK 4:

Student Directions 2: The student has been given the booklets, Student Guide, the Information Explosion, and will now follow STUDENT DIRECTIONS 2 on page 2. List on board: High School Information Pamphlet Mesa Community College Catalogue Universal Institute Catalogue Occupational Outlook Handbook Occupational Guidance Ask students to look through and become familiar with catalogues.

Have students list possible uses for catalogue.

Examples: Wages
Working conditions
Entrance requirements
Graduation requirements
Etc.

b. Summary:

Student has gained some knowledge of major sources of occupational and educational material and is ready to investigate them further.

c. Other Options:

If student scores 100% on the pre-test, he can go on to Enrichment Activities or work through the unit with the other students.

d. Enrichment: (Teacher may give a specific assignment in one of the following areas:)

1. Go to your counselor and find material about a specific vocation or vocations.
2. See if you can research the efforts being made to computerize educational or occupational data.
3. Browse through the vocational materials in the library to acquaint yourself with possible vocations.

Evaluation: None

B. Performance Objective J-8 206.02: The student will use two sources of educational material and two sources of occupational material and find particular items of information on each source.

1. Instructor's Information:

a. Estimated Lesson Time: Three 50-minute periods

b. Suggested Grouping: 15 to 30, or individual

c. Content Outline:

The learner will locate and use references to answer questions on:

1. Vocations
   Occupational Guidance
   Occupational Outlook Handbook

2. Education
   High School Pamphlet
   College Catalogue
   Other educational catalogues

d. New Vocabulary: None

e. Learner Prerequisites: J-8 206.01

f. Instructor's Preparation Tasks:

1. Read Information Explosion, Part 2.

2. Have ready a packet Information Explosion, High School Registration Pamphlet, and Learner's Guide for each student.

3. Ditto copies of Vocational exercise (Appendix 2) for use with Student Directions, 3f.

4. Be familiar with the test and/or key for Student Guide Directions, 3-6:

   #3 - High school pamphlet
   #4 - Mesa Community College
   #5 - Universal Technical Institute catalogue
   #6 - Occupational Outlook Handbook and
        Occupational Guidance

5. $K-AHGO? or (What's My Line)
   (Be familiar with the following game)

   The game $K-AHGO? is an activity designed for the students to experience using the Occupational Outlook Handbook and/or Occupational Guidance.

Note: This game may be made more attractive to the student by using some sort of positive reinforcement (M & M's, free time, etc.)

Rules of the Game:

Number of players: 3-6 (Students will check with teacher for number of players)

a. One person is "K"

b. "K" gives a clue to the career about which he has read.

c. The other players, one at a time, ask a question answerable by "yes" or "no", and in turn tries to guess what the job is.

d. "K" then gives another clue.

e. Repeat c and d until someone guesses the occupation correctly.

f. Each player then takes a turn being "K".

g. Resources:

1. Student Guide: Information Explosion - Part 2, p. 3, #5.
2. O.O.H., 1973-74*
3. Universal Technical Institute Catalogue, 1973*
4. Test and Answer sheets on U.T.I. and M.C.C. catalogues
5. High School Registration Pamphlet, O.O.H. and O.G.

*(After 1973-74 school year, use current editions and change answer key accordingly)

2. Developing the Lesson:

a. Introduction:

This lesson will help you find answers to questions concerning high school, college, and technical school. You will have activities in which you practice locating useful information.

b. Student Tasks:

TASK 1:

The student will use specified sources of information and complete several exercises designed to encourage familiarity and confidence in using High School Pamphlet, catalogues of a local vocational and technical school.

TASK 2:

The student will read in Information Explosion, Part 2, pp. 6-9, and work through the activities in the Student Guide, #3, 4, 5, and 6, pp. 2-3.

TASK 3:

Students will complete activity 6 in the Student Guide, to prepare for game. Student groups will play $K-AHGO? to complete exercise 7.

c. Summary:

The student is able to use three major sources of vocational and educational material and find particular items of information. He is able to locate the answers to his personal questions in this area and start learning to recognize differences between kinds of information given.

d. Other Options:

Find the address of a particular school that interes you in the college charts. Write to the Director of Admissions at the school asking for a catalogue or other information and literature.

e. Enrichment:

Fast - 1. In the Guidance Counseling Center, check out the High School Course Description and read about Courses that interest you.

2. In the Guidance Counseling Center, find catalogues of colleges that interest you.

Slow - 1. In the Guidance Counseling Center, find catalogues of different community colleges and vocational-technical schools.

2. In the Guidance Counseling Center, ask the secretary the procedure for checking out bulletins you may wish to keep and look at.

C. Performance Objective J-8 206:03: The student will evaluate the information given in educational and occupational sources according to reliability, relevance, and bias.

1. Instructor's Information:

a. Estimated Lesson Time: Two 50 minute periods

b. Suggested Grouping: 15 to 30 and individual

c. Content Outline:

1. Reliable:

Who is the author? Has he had alot of experience with the kind of question you are asking? Can the answer be depended upon?

2. Relevant:

Does the source have information which is helpful in answering the question you are asking?

3. Bias:

Does the source have a bias that affects the answer to your question? A bias means that an opinion has been influenced by the person's partiality or prejudice, --usually unfairly. The statement may favor one side too much.

d. New Vocabulary:

Reliability	Applicable
Relevance	Appropriate
Bias	

e. Student Prerequisites: J-8 206.01, 206.02

f. Instructor's Preparation Tasks:

1. Read "Information Explosion" pp. 9, 10: Part 3: Evaluating Sources of Information.

2. Work exercises for evaluating information sources and evaluating information.

3. Arrange for discussion on exercise 10.

4. Prepare answer cards for "Match-A-Square" (See Appendix 2 p. 19 and 20).

g. Resources:

Evaluating Sources of Educational and Vocational Material in "Information Explosion". Exercise for Evaluating Information Sources and Evaluating Information (Match-A-Square).

2. Developing the Lesson:

a. Introduction:

By completing specific exercises, the student will gain experience in evaluating sources of information.

b. Student Tasks:

Task 1 Have the students do the following:

8. Read Part 3, pp. 10 & 11 in the Student Resource Supplement.

9. Complete the following exercises and be prepared to explain why you made your choices.

a. Jim must decide which one of five community colleges he will attend. Which of the following should he consult for the most reliable information?

1. His girlfriend
2. His father
3. School catalogues
4. School counselor

b. Mr. Davis will hire Mary as his secretary if she has good typing skills. Who could give him the most reliable information about these?

1. Mary's mother
2. Mary's typing teacher
3. Mary herself
4. Mary's school counselor

c. To find out about nursing as a career, one could consult:

1. The Occupational Outlook Handbook
2. The Arizona State University catalogues
3. The Reader's Digest
4. Family Circle magazine

d. Choose several advertisements from recent issues of your newspaper and identify areas of the ads that show reliability, relevance, and bias.

e. Select an advertisement shown on TV and evaluate the ad according to its reliability, relevance, and bias.

TASK 2

Have the students complete activities 10 & 11 in the Student Guide.

Page No.___

10. Check with the teacher for discussion of completed exercises.

11. Obtain from your instructor the cards for "Match-A-Square".

TASK 3

After exercise 10 is completed, discuss with the students the correct responses as to their reliability, relevance, and bias.

c. Summary:

The student will have learned three main ideas to look for when evaluating educational and vocational materials--reliability, relevancy, and bias. He/she will be able to use

these concepts in selecting information to apply to his/her own particular educational and vocational needs.

d. Other Options:

1. Arrange for an advertising firm, radio, or TV station in your area to send a representative to discuss reliability, relevance, and bias in advertising and how to evaluate such information.

2. Have each student select something he/she owns and pretend that it must be sold. Then have the student write an ad for that choice that will give the best chance for making the sale. Students could then evaluate each other's presentations. For a final activity, an expert in the writing of advertisements might show the class with his/her own examples and with student ads how best to write an advertisement and then how to look for reliability, relevance, and bias in educational vocational advertising.

e. Enrichment

Slow - 1. The teacher should find examples of "biased" occupational information, especially in want ads in newspapers.

2. Have students find examples of "biased" advertising.

3. Offer the opportunity to present written or oral reports based on "biased" and/or unreliable vocational and educational information.

Fast - 1. Select a vocational or educational pamphlet and evaluate it on the basis of criteria which you select.

2. Arrange for the students to take a field trip to an advertising agency and receive a demonstration on the writing of advertisement, the display of materials, supporting media, etc. Have the agency talk to the group about evaluating advertising as to reliability, relevancy and bias.

3. Organize a "classified ad staff" either for your classroom or for the school. Have them receive ads from other class or school members, write the ads, print, and distribute on a weekly, biweekly, or monthly basis.

4. Organize a class or school radio station staff and let them write scripts, advertisements, news, and programs and let them perform once a week over the school public address system. Periodically, have the staff evaluate their work for reliability, relevance, and bias.

3. Evaluation:

Exercise for evaluating information and information sources.

a. Match-A-Square

This activity is used to evaluate the student's mastery of the unit. Note: To prepare the Match-A-Square answer cards, ditto on durable paper (such as tagboard) so the student can manipulate them without tearing. (See Appendix 2 pages 19, 20, and 21.)

Directions:

Page No.__

11. Obtain from your instructor, the cards for"Match-A-Square".

12. Read each card and place it on the proper educational or vocational square.

13. When finished, check with teacher's key for correct answers.

14. If you miss any parts on Match-A-Square, correct your mistakes.

b. Teacher administers post-test and records results.

INFORMATION EXPLOSION

APPENDIX 1

PRE-POST TEST

1. Starting to look at different kinds of educational and occupational sources can be difficult; it's hard to know where to begin. It is always a good idea to consider yourself as one of the three major sources for getting some of this information. (J-8 206.01)

   _____TRUE
   _____FALSE

2. Technical schools prepare students to hold jobs. (J-8 206.01)

   _____TRUE
   _____FALSE

3. It is really not that important for a student to talk with others about his educational plans, as most of the information one needs can be easily found in college catalogues, films, TV, etc. (J-8 206.01)

   _____TRUE
   _____FALSE

4. Students living in Maricopa County may attend any Maricopa County Community College. (J-8 206.02)

   _____TRUE
   _____FALSE

5. It is risky to believe everything we hear, see and read (radio, TV, newspapers, etc.) about educational and occupational choices. (J-8 206.03)

   _____TRUE
   _____FALSE

6. Information is considered to be reliable if it is helpful in answering the question you are asking. (J-8 206.03)

   _____TRUE
   _____FALSE

7. One sure way to find out if the information is relevant is to find out something about the author. (J-8 206.03)

   _____TRUE
   _____FALSE

8. You would enroll in a Vocational Technical school to study . . . . (J-8 206.01)

_____a. Philosophy
_____b. Literature
_____c. Refrigeration
_____d. Music

9. If a student wanted to get information about the changes in the job market, the most appropriate source would be . . . . (J-8 206.02)

_____a. Career Books
_____b. Technical School Catalogues
_____c. Occupational Outlook Handbook
_____d. Guidance Handbook

10. A student should evaluate information given by educational and occupational sources according to its relevancy, reliability and . . . . (J-8 206.03)

_____a. Resource
_____b. Objectives
_____c. Bias
_____d. Form

11. If the answer to a question is based on a lot of experience, it is . . . . . (J-8 206.03)

_____a. Reliable _____b. Relevant _____c. Objective

12. Which of the following items are <u>not</u> found in the Occupational Outlook Handbook? . . . . (J-8 206.01)

_____a. Job Placement
_____b. Nature of the work
_____c. Income Tax Schedules
_____d. Description of high school courses

13. What degree is awarded upon graduation from a junior college? (J-8 206.02)

_____a. Bachelor of Arts
_____b. Master of Arts
_____c. Bachelor of Science
_____d. None of the above

14. How many credits are required for high school graduation? (J-8 206.02)

_____a. 24
_____b. 18
_____c. 28
_____d. 20

15. Match the words in Column A with the definition Column B. (J-8 206.02)

_____1.	Credit	A.	Student's choice of subject
_____2.	Semester	B.	The work people do
_____3.	Course	C.	2nd year high school student
_____4.	Elective	D.	Financial assistance
_____5.	Vocation	E.	A particular subject
_____6.	Sophomore	F.	Classwork & on-job training
_____7.	Junior	G.	Unit of academic work
_____8.	Scholarship grant	H.	To judge one's efforts
_____9.	Cooperative Education	I.	3rd yr. high school student
_____10.	Evaluate	J.	Half of school year

INFORMATION EXPLOSION

APPENDIX 1

PRE-POST TEST ANSWER KEY

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. C
9. C
10. C
11. A
12. A, C, and D
13. D
14. D

#15.

1. G
2. J
3. E
4. A
5. B
6. C
7. I
8. D
9. F
10. H

(MATCH-A-SQUARE ANSWER CARDS)

(TO BE CUT OUT)

APPENDIX 2

Tuition is higher if not a county resident 1	3 years of English 2	the three sources of information 3
employment outlook 4	tuition may be paid weekly or monthly 5	at least 12 credit hours to be a full-time student 6
answers can be depended upon 7	20 credits to graduate 8	new classes start every three weeks 9
students start to pay for their own books 10	prejudiced 11	Cooperative Education classes 12

MATCH-A-SQUARE

Universal	High School	Reliable
Bias	Universal Technical Institute	Mesa Community College
You Other People Printed Information	High School	Mesa Community College
High School	Occupational Outlook Handbook	High School

KEY FOR "MATCH-A-SQUARE"

5,9	2,8,10,12	7
11	5,9	1,6
3	2,8,10,12	1,6
2,8,10,12	4	2,8,10,12

IV. RATIONALE FOR CAREER GUIDANCE

Within Mesa's Career Education Program, no single function is more critical than the guidance function of assisting individuals with their career planning. Guidance personnel (including teachers, counselors, etc.) should be equipped to help individuals to set personal goals (both short and long term) and to identify instructional objectives for them to achieve in the standard curriculum areas, as well as less formal opportunities for them to explore outside school in order to attain their personal goals. The word "career" in the title of the Mesa Program is not interpreted in its narrow sense by being limited to the educational and occupational choices of youth. Rather, its scope includes individualized planning for comprehensive "life" goals. Mesa's counseling and guidance personnel must be able to provide individual planning assistance to help students set "life" or career goals in such areas as: (1) occupations, (2) education, (3) personal and social behavior, (4) learning how to learn, (5) social responsibility (i.e., citizenship) development, and (6) leisure-time activities.

To design and implement such an approach using this type of individual career planning orientation, the Mesa Career Education Program must meet at least the following guidance and counseling assumptions:

1. It must take the major responsibility in Mesa's total educational system for helping to develop and to protect the individuality of students.

2. It must help each student to become an effective personal problem solver (i.e., a planner, a decision-maker, a self-manager).
3. It must be based on student needs and ultimately should seek to serve all the career-related needs of all students, not just the needs of a selected group of students.
4. It must integrate individual planning objectives and procedures into the school's instructional process in all subject areas.
5. It must include interventions in the instructional process through both a developmental phase to maximize the potential each student has to grow in all the life areas, and a prescriptive phase to help students resolve those problems which persist.
6. It must evaluate both the expected and unanticipated effects of various instructional and counseling strategies for helping individual students to meet their particular needs.

In order for Mesa's Career Education Program to meet these assumptions (i.e., to incorporate this type of an individualized guidance and counseling sytem), a series of activities is being systematically employed. These have included the identification of youth development needs (as seen through the eyes not only of youth, but also parents, educators, and employers) and the translation of these expressed needs into objectives stipulating desired youth outcomes which are measurable. Instructional-counseling approaches such as the ones in this guidance unit are being developed to help students

achieve these objectives. All such approaches will be closely evaluated and improved so that they assist, as much as possible in the career planning and development of Mesa youth.

MEDIA RESOURCES SHEET

Unit # J-7 206

Title The Information Explosion

Developers

P.O. #	QUANTITY	TITLE	TYPE	SOURCE	COST
206.01	3	Occupational Outlook Handbook	Handbook	U.S. Dept of Labor	
206.01	2 sets	Occupational Guidance	Handbook	Finney Publishing	
206.01	30	Mesa Community College	Catalogue	MCJC District	
206.01	30	Universal Technical Institute	Catalogue	UTI - 3121 W. Weldon	
206.01	1 per student	Mesa Public Schools High School Information Pamphlet	Pamphlet	Mesa School Printer	

J-8-206:00

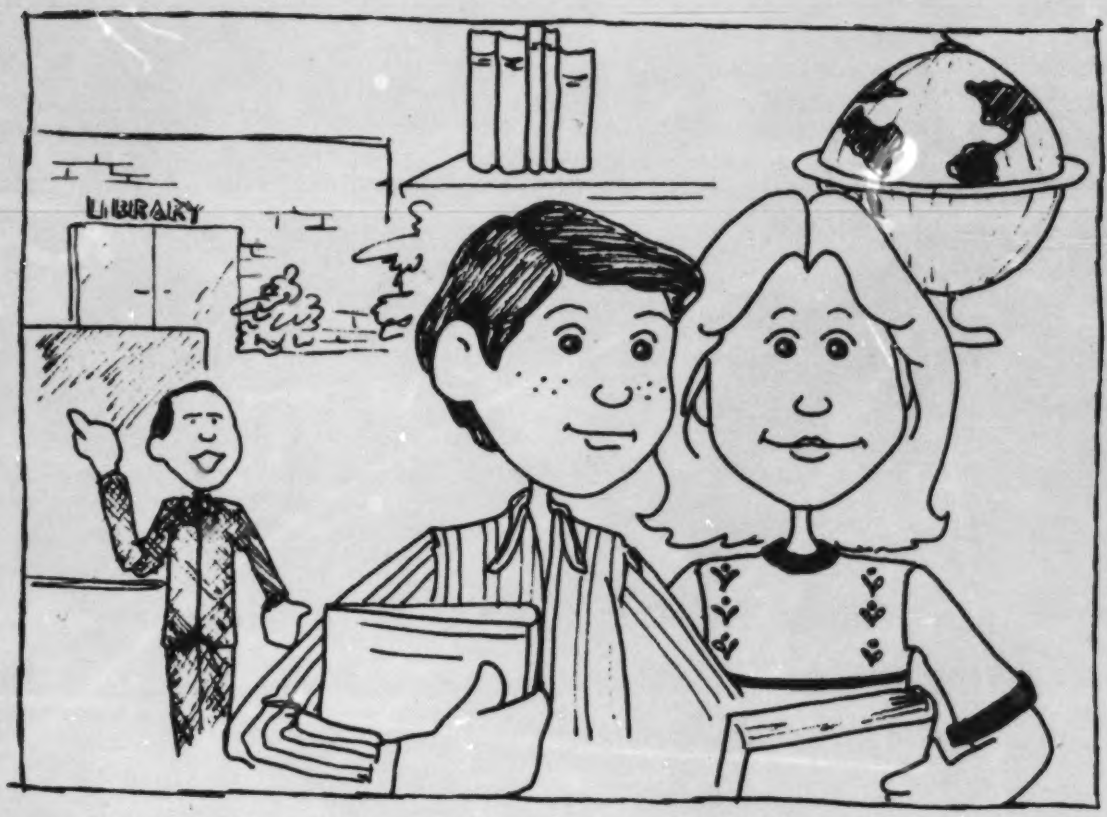
INFORMATION EXPLOSION

STUDENT RESOURCE SUPPLEMENT

MESA PUBLIC SCHOOLS DR. GEORGE N. SMITH—SUPERINTENDENT MESA, ARIZONA

TO THE STUDENT:

This unit will help you find and use important sources of information concerning your future life goals.



THE INFORMATION EXPLOSION J-8-206:00

PART 1: SOURCES OF VOCATIONAL AND EDUCATIONAL MATERIAL

The "information explosion" refers to a problem that has only recently begun to bother mankind, the problem that arises when there is more information available than one can absorb. In this situation, the person must select parts of the available knowledge which will be of use to him/her.

Young persons face the problems of the "information explosion" when they try to handle their own problems. Starting to look at different kinds of jobs to see if there are any that interest them, can be difficult; it's hard to know where to begin. Those who are looking ahead to the 9th grade and high school may see things as complicated and confusing.

There is no way to learn about <u>all</u> the available choices, and no need to. You need only look at the information which applies to your situation. You will need to gather information from three major sources:

1. Yourself: your knowledge, your ideas and your personal experiences.
2. Other people: their knowledge, ideas and experience.
3. Impersonal Sources: books, films, tapes, magazines, etc.

MAIN SOURCES OF OCCUPATIONAL AND EDUCATIONAL MATERIAL

<u>In Counseling Center</u>	<u>In Media Center and/or Classrooms</u>
Occupational Outlook Handbook	Major Job Brochures
College Catalogues	Occupational Outlook Handbook
Technical School Catalogues	Chronicle File
Films and filmstrips	College Catalogues
High School Registration Pamphlet	Card Index
Dictionary of Occupational Titles	Technical School Catalogues
	Reader's Guide
	Magazines
	High School Registration Pamphlet

Newspapers

Films and filmstrips

Occupational Guidance (Finney Co.)

Career Books

Let us turn to some of the books, catalogues, and other materials which we find in the Guidance Resource Center, and learn how to use this material to answer the questions we have about particular job or schools.

OCCUPATIONAL INFORMATION

The Occupational Outlook Handbook answers many questions young people ask when they are interested in investigating an occupation--the employment opportunities in each field, the kind of work, training and other qualifications needed for beginning, opportunities for advancement, where jobs are located, and earnings and working conditions. The Handbook starts with three introductory chapters written to help you make the best use of the book and to give you a general look at the world of work. The first chapter, the Guide to the Handbook, describes the contents and organization of the book. The second chapter gives suggestions about other sources of occupational information and contains a brief description of the counseling, placement and other services available to job seekers in local offices of the state employment service. The final introductory chapter describes some of the most important trends in population and employment, both as it is now and for the future.

Regardless of your vocational goal, trends which affect the availability of jobs are important to you and your future. A major

advantage of the Occupational Outlook Handbook is that it is up to date. It is revised every two years and permits you to keep abreast of the rapid changes in the job market.

Occupational Guidance contains a brief description of what people do in different careers; for example, training required, working conditions, description of work, earnings, personality qualifications, advantages and disadvantages of the occupation.

FILMS AND FILMSTRIPS

In addition to the Occupational Outlook Handbook and Occupational Guidance, there are various films, filmstrips, and filmstrip-cassett combinations that are available to use to acquaint you with careers of all kinds.

EDUCATIONAL INFORMATION

If you need information or have questions about the requirements, opportunities, on-the-job-training experience and advantages available you may contact any or all of the following:

Teachers
Librarian
Counseling Center
High School Guidance Center

If you have questions regarding your educational goals and plans after high school, there are two types of information sources: general college guides which give information on all colleges and other schools, and also the catalogues of each college, technical school, business college, vocational, junior college or trade school.

Catalogues give information about admission requirements and procedures, cost, living arrangements, organization, courses offered, financial aid and degrees granted.

You will learn more about the college guides that were mentioned, next year.

PART 2: USING EDUCATIONAL AND VOCATIONAL MATERIAL

There are several resource materials that can be very important to you in finding information helpful in making vocational or educational choices. The ones that are of particular importance, and which you will learn about now, are the High School Course and Graduation Information, the Mesa Community College Catalogue, a catalogue of a local private vocational school (Universal Tech), and the Occupational Outlook Handbook. If, after investigating these sources, you need more information, speak with your teacher or counselor who will assist you to find other materials helpful in your research.

First, let's take a close look at the high school information booklet. This booklet provides valuable information about requirements for graduation, course information, work experience, alternative high school classes, non-college preparation classes, cooperative education program and preparing for college.

HIGH SCHOOL INFORMATION

MESA PUBLIC SCHOOLS

HIGH SCHOOL

Listed are some terms you will need to know in order to use the high school information wisely.

1. Credit - one credit is earned for one class that meets 1 period per day, 5 days per week for one school year.
2. Semester - one semester is one-half of one school year (approximately 18 weeks). Two semesters = one school year. Therefore, classes which meet one semester (or one-half year) earn one-half credit.
3. Course - class.
4. Required courses - those courses necessary to fulfill the requirements for high school graduation. There are 10 - 11 courses required.
5. Elective courses - those courses a student chooses to take according to his interests. These make up the balance of the 21 credits for graduation.
6. Freshman - first year of high school
   Sophomore - second year of high school
   Junior - third year of high school
   Senior - fourth year of high school

A list of classes and their descriptions are also contained in the booklet. This will tell you what each class is all about.

If you want further information or to discuss this more in detail, see your counselor.

Now let's take a look at the Mesa Community College Catalogue. Turn a few pages until you come to the school calendar. Notice that the starting and ending dates for school are given for each semester. In addition, the calendar tells you on what dates to register and on what dates you will have holidays and summer vacation. It also gives you information about summer school.

Over a few more pages you will find the heading ADMISSION. In this section you are told what must be done to be able to go to that school as a student. Some of the words may be too difficult for you to understand now, but as you get older and perhaps have need of this kind of information, you will know where to find it.

If you turn several more pages, you will come to the heading REGISTRATION. This section explains what a person must do to register and enroll in classes. It also tells what classes will be required of every student at Mesa Community College.

In the next ten to twenty pages, you will notice such headings as: ATTENDANCE, SCHEDULE OF FEES, GRADES, GRADUATION, SCHOLARSHIPS, and LOANS. Each of these has important information for those entering Mesa Community College.

For the next 100 pages or so you will find what courses are taught at the school as well as suggested classes to take in various areas of interest. Following these course descriptions, is a section which gives the names and teaching areas of all the faculty.

The last section of the catalogue is one that can be very important in assisting you to find specific areas of the catalogue more quickly. This is the Index. You probably already know how an index works. Remember that it lists in alphabetical order all the areas and subjects dealt with in the catalogue.

Now let's take some time to "check you out" in order to determine how well you have understood these instructions in how to use the Mesa Community Catalogue. After you have correctly answered the following questions in the Learner's Guide, you will know that you can use this and similar college and training school bulletins.

There are many private schools in our area that offer training in various skill areas. These schools are operated for a profit as businesses. We have selected one at random so that you can become familiar with their catalogues and brochures. The Universal Technical Institute, a typical private vocational-technical school, is oriented toward the commercial or business world, giving training for automotive, diesel, air conditioning, refrigeration and heating. Not all private vocational schools have bulletins or catalogues; however, they do have information or brochures available and will send you a copy if you request it.

Make sure you have access to a Universal Technical Institute Bulletin. Notice that the inside is quite similar to the catalogue you have become familiar with, but it does not have as many pages. The bulletin has a section on contents, history, administration and staff, financing, admissions and so forth. Turn to the Table of

Contents and notice the major divisions of the bulletin. This bulletin is different from a college or university catalogue in that it does not contain a specific index in the back of the book. This makes finding particular information a bit more difficult.

If you are interested in technical training such as automotive, diesel, air conditioning, refrigeration and heating you should consider public institutions such as community junior colleges and technical colleges. The cost for attending is usually less at a public institution than a private school.

THE OCCUPATIONAL OUTLOOK HANDBOOK (1972-73)

The Occupational Outlook Handbook provides the latest information about the employment outlook, earnings, training requirements, and related information for over 700 occupations. These occupations cover a wide range of kinds of work and some of the more common jobs which people have. It tells which jobs are increasing or decreasing and why. It is an excellent source for helping you consider the future as you plan.

PART 3: EVALUATING SOURCES OF INFORMATION

At this point you have learned a little about the three major types of information sources: you, other people, and impersonal sources such as written, and audio-visual materials.

One way to sort out which information you can most likely rely upon is to evaluate your sources of information. Ideally, you will want to use sources that are informed and honest, sources which contain reliable and relevant information. You will sometimes find, however, that it's very difficult to find such sources. For a start, here are some questions to ask yourself about any source of information.

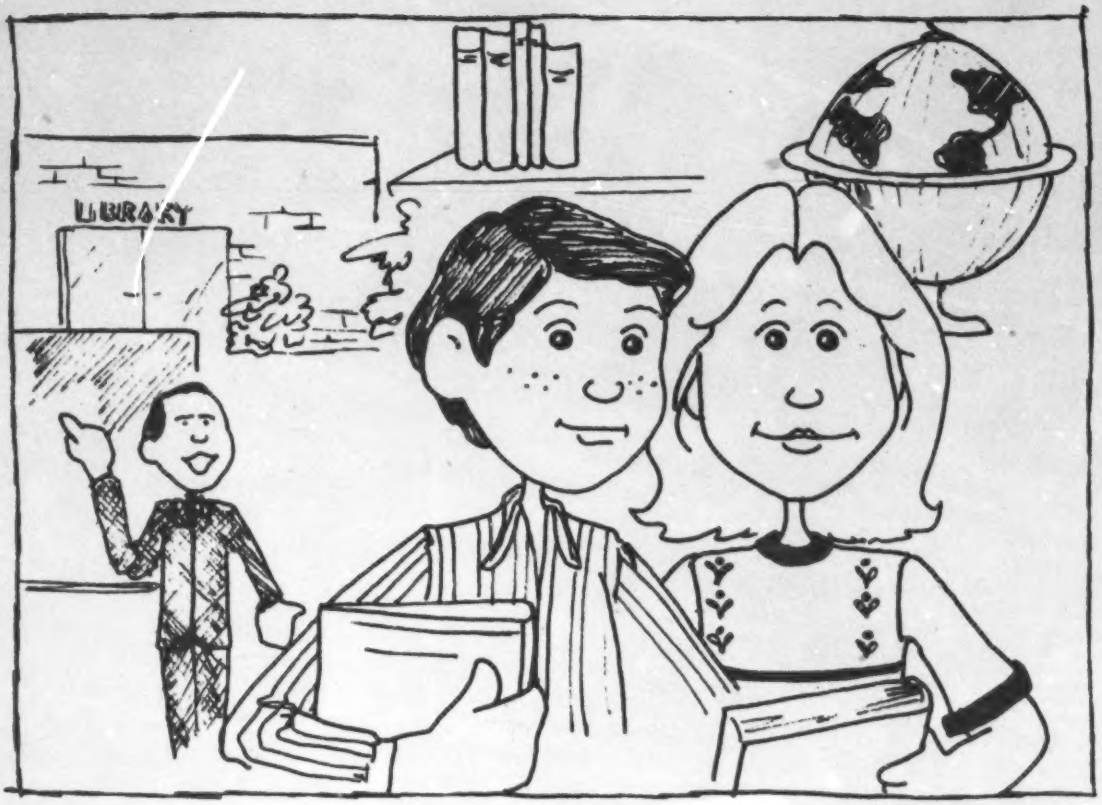
1. Is the source <u>reliable</u>--that is, who is the author? Has he had a lot of experience with the kind of question you are asking? Can the answer be depended on?
2. Does the source have information which is <u>relevant</u> or helpful in answering the question you are asking?
3. Does the source have a <u>bias</u> that affects the answer to your question? Bias means that an opinion has been influenced by the person's partiality or prejudice,--usually unfairly. The statement may favor one side too much.

Suppose you want to take Algebra in 9th grade, but you feel your grades are not good enough. So far you have found <u>5</u> sources of information and you want to evaluate them. The sources are:

a. math teacher
b. counselor
c. coach
d. best friend
e. father who is a mathematician

1. Is the person qualified to give information on your questions? In other words, is the source reliable?
2. Does the information answer the question to your satisfaction? If it does, the source is relevant.
3. Is the source prejudiced - does it favor one side too much? If so, it is biased.

When you understand what has been talked about in this section, move on to practice exercises #10 and 11 contained in the Student Guide.



STUDENT GUIDE J-8 206.00

THE INFORMATION EXPLOSION

THE POINT:

The learner will be able to understand and to put to use at least three sources of occupational and educational information.

MAKING SURE WE'RE MAKING SENSE:

1. You will be introduced to some of the occupational and educational sources available.

2. You will be able to locate, use and evaluate major sources of occupational and educational information.

3. You will evaluate the information given in the sources according to reliability, relevance and bias.

***TAKE THE PRETEST

STUDENT DIRECTIONS

_____1. Read Part 1 (pp. 1-4) -- "The Information Explosion", or follow along as teacher reads.

_____2. Sign the list on the blackboard to participate in a discussion of:

a. High School Information Pamphlet
b. Mesa Community College Catalogue
c. Universal Institute Catalogue
d. Occupational Outlook Handbook
e. Occupational Guidance

_____3. Read Part 2, pp. 6-9, of "Information Explosion." Examine the "High School Information Pamphlet" and answer the following questions.

a. How many credits are required for high school graduation?

b. How many credits would you earn if you took Math one full year?

c. For a one semester English class, how much credit would you earn?

d. If you fail a class, how much credit would you earn?

e. Of the following classes, place an "R" in the blank if it is a required course; place an "E" if it is an elective.

_____English
_____Spanish
_____Physical Education
_____Science
_____American History
_____Arts and Crafts
_____Music
_____Free Enterprise

_____Typing _____American Government

_____Business Law _____Mathematics

_____Driver's Education _____Chemistry

f. Complete vocabulary exercise (see Appendix 2).

_____4. Consult the MCC Catalogue and answer the following questions:

a. When is the first day of classes?

b. By what date must MCC receive your registration?

c. Commencement exercises will take place on _____.

d. What courses are required of all full-time students?

e. What is the tuition cost for a full-time out-of-state student?

f. Richard H. Arnold is on the faculty. What is his job? List college degrees he holds.

g. Describe the Teacher Aide Program at Mesa Community.

h. Name the two-year degree awarded by MCC.

_____5. Look over the Universal Technical Institute Catalogue in the same way you did the MCC Catalogue, and answer the following questions:

a. List four vocational areas that are taught at the Universal Technical Institute.

b. Where are the entrance requirements found?

c. What are the entrance requirements?

d. Who furnishes the tools that the student needs?

e. If you were a student at this school, how many hours would you be in school?

f. What is given at the back of the catalogue to help you find your way to the school?

g. Is it true or false that "Diesel Mechanics" courses are offered at this school?

_____6. Using either the Occupational Outlook Handbook or Occupational Guidance or both, choose an occupation and complete the following:

a. Nature of the work.

b. Educational requirements.

c. Hours of work, daily and weekly.

_____7. See instructor for grouping for game §K-AHGO?

Rules for §K-AHGO? (What's My Line)

Number of players: 3-6

a. One person is "K".

b. "K" gives a clue to the career about which he has read.

c. The other players, one at a time, ask a question answerable by "yes" or "no", and in turn, tries to guess what the job is.

d. "K" then gives another clue.

e. Repeat c and d until someone guesses the occupation correctly.

f. Each player then takes a turn being "K".

EVALUATING SOURCES OF INFORMATION

_____8. Read Part 3, pp. 10 & 11 in "The Student Resource Supplement".

_____9. Complete the following exercise and be prepared to explain why you made a particular choice.

a. Jim must decide which one of five community colleges he will attend. Which of the following should he consult for the most reliable information?

1. His girlfriend

2. His father

3. School catalogues

4. School counselor

b. Mr. Davis will hire Mary as his secretary if she has good typing skills. Who could give him the most reliable information about these?

1. Mary's mother

2. Mary's typing teacher

3. Mary herself

4. Mary's school counselor

c. To find out about nursing as a career, one could consult:

1. The Occupational Outlook Handbook

2. A.S.U. catalogues

3. The Reader's Digest

4. Family Circle magazine

____10. Check with the teacher for discussion of completed exercises.

EVALUATION SHEET

____11. Consult with instructor and get cards for "Match-A-Square".

____12. Read each card and place it on the proper educational or vocational square.

____13. When finished, check with teacher's key for correct answers.

____14. If you miss any parts on Match-A-Square, correct your mistakes.

MATCH-A-SQUARE

Universal Technical Institute	High School	Reliable
Bias	Universal Technical Institute	Mesa Community College
You Other People Printed Information	High School	Mesa Community College
High School	Occupational Outlook Handbook	High School